



## **HIGH SCHOOL PROFICIENCY TEST**

# **FORM A SESSION 1**

**(PREVIOUSLY PART 1)**

**RELEASED  
ANCHOR PAPERS  
WITH ANNOTATIONS**

**COMMUNICATION ARTS: WRITING**

Copyright ©1997, held by the State Administrative Board, State of Michigan. All Rights Reserved. Local and Intermediate School Districts are encouraged to create copies for their own educational purposes. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise for commercial purposes without the prior written permission of the Michigan State Board of Education.

---

**SESSION 1**  
(Previously Part 1)  
**REPORTING AND REFLECTING**

**DIRECTIONS:**

You will have 30 minutes in which to respond to the writing topic below and to transfer your response to the ANSWER DOCUMENT. The scoring guide that will be used to score your paper is on the back page of your test booklet. You may want to review it prior to writing your response.

If you wish, you may jot down some notes to yourself anywhere on the following page, but any writing you want scored should start on page 3 of Session I in the ANSWER DOCUMENT. You may use a dictionary, a thesaurus, or a spelling and grammar book at any time. However, an alarm wristwatch is not permitted.

No additional paper should be used. Extra paper will not be scored. The final copy **MUST** be written in black or blue ink. Do not use correction fluid (white out). If you need to make a correction, cross out the error and write the correction above or next to it.

Only writing entered in the ANSWER DOCUMENT will be scored. Nothing in the test booklet will be scored.

**WRITING TOPIC:**

Look over the two pieces of your writing that you have in front of you.

**You have been asked to submit one of your two pieces of writing for a classroom publication: which one would you choose and why? Before submitting it, is there anything you would change about it? Please give specific examples of what you would change, if anything, and why.**

Remember you must use specific details from your piece(s) of writing to clearly illustrate and support the points you make. Your audience will be interested adult readers who **DO NOT** have your two portfolio pieces of writing.

## Scoring Guide for Communication Arts: Writing

Here is an explanation of what readers think about as they score your writing.

### Session 1 (Previously Part 1)

- 4** The written response demonstrates the ability to reflect critically on one's own writing; ideas are supported by specific examples or details from the portfolio pieces. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be minor surface feature errors.
- 3** The written response demonstrates the ability to reflect on one's own writing; ideas are somewhat supported by examples or details from the portfolio pieces. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2** The written response demonstrates some ability to reflect on one's own writing; ideas are presented as generalizations about writing or simple summaries of portfolio pieces. The voice and tone may be inappropriate or uneven. Limited control of surface features may make the writing awkward to read.
- 1** The written response demonstrates the attempt to reflect on one's own writing; ideas are supported by few, if any, details and examples. There is little discernible shape or direction. There is little control over voice and tone. Limited control of surface features may make the writing difficult to read.

**Part 1-writing is not ratable if:**

- A off-task
- B illegible
- C written in a language other than English
- D blank/refused to respond

The piece of writing I would submit is the one I wrote after I did the interview for U.S. History. I would choose this one because I think that I did a better job on it because of the fact I spent more time on it. The only thing I would change about my writing is that I would make it neater. Otherwise, I think I did a pretty good job. I have all my facts straight and I got a lot of good information from it.

## Score 1

This paper demonstrates an attempt to be reflective about the writing yet shows only a minimal understanding of the task. The writing is limited to the analysis of surface features: *make it neater*. No details are used to support the few vague reflections about what makes the paper effective: *I did a pretty good job...a lot of good information*.

The piece of writing that I have chose to submit for a classroom publication is titled, "The Vitamin C Controversy." I have chosen this piece of writing because I feel the information that I have enclosed in this writing piece has numerous details about Vitamin C that many people do not know about. I feel my piece of writing would let a various number of people know that vitamin C should be in their daily diet.

In this writing piece I have included that vitamin C was an ascorbic acid discovered by a man named Louis Pauling, who earned the Nobel Prize for Chemistry in 1954. Vitamin C is known for preventing the common cold - to curing cancer.

Many people may not know, but vitamin C is an essential nutrient in the human diet. Some think that vitamin C only comes in a tablet form, but you can fulfill your daily requirement by eating foods that are high in vitamin C. Vitamin C asserts that the symptoms of the common cold can be lessened and often completely prevented by ingesting large

amounts of this nutrient. Vitamin C also has a role in the fight against cancer, this nutrient can stimulate the body's own natural immune system to work effectively against the disease.

Therefore, vitamin C can fight against cancer and prevent the common cold if the nutrient is taken properly. Before submitting this piece of writing I really don't feel there is anything that needs to be changed.

## Score 2

The writer states that a reason for choosing this piece is the fact that it includes *numerous details about Vitamin C that many people do not know about*. The rest of the paper, however, is basically a retelling of the paper itself, with only occasional references to the fact that it is information that people may not know. There is a minimal attempt at supporting detail. The lack of reflection about the writing, as well as the lack of response to the question of what the writer would change, keeps it at the 2 level.

If I were asked to submit one of these pieces of writing, I would choose the English paper. This is because it makes for more interesting reading than a chemistry lab report.

A lab report consists of facts and calculations and will bore a person out of their mind if they are forced to read it. An English paper, on the other hand, may be slightly more interesting.

I feel this piece of writing from English was one of my better attempts at writing because I was writing about something that really happened. ~~and~~ It was a story about something I love to do, which is fish.

If I would change anything about this story I would probably put a better introduction and conclusion to the story. I also could use some figurative language.

As I read my story again I notice I am missing a few small words like "a yard". These I would also change in the story.

Score 3

This writer shows some thought about what makes a piece of writing interesting and uses a comparison approach to his/her advantage. The writer points out that the English paper makes far more interesting reading because a lab report consists of facts and calculations and will bore a person out of their mind. Lack of specifics about the English paper keeps it from the 4 level, but some important points are made. The writer does provide supporting details on how s/he would improve the paper, but these points could use more critical analysis.

For my piece of writing I chose "Camping Down at Big Traverses". The reason why I chose this piece of writing is because it is detailed so the reader or audience can understand or follow through in what I am trying to say. For example I'll give some examples of how detailed the paper is. "I always hold back on taking my first dive because the water is like ice." "It is refreshing as on a cold winter's night." Another example would be, "I remember when my brother and I would always gather up drift wood like two little Indians. By looking at these examples you can picture in what I am trying to explain. There is also some good adjectives in the paper. "the royal blue sky", "bright twinkling stars."

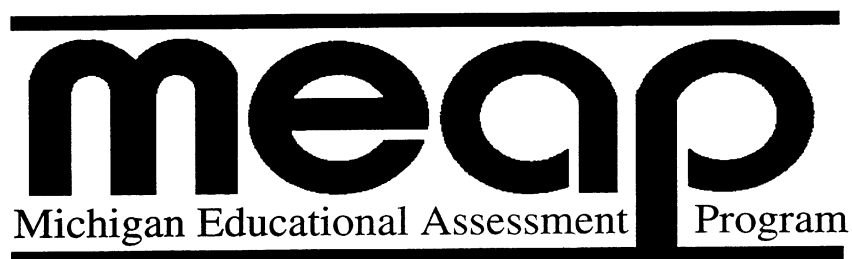
There are some things I would do before submitting it. I probably <sup>would</sup> revise it better. Making sure there were no grammatical errors or spelling errors. I would also look at the sentence structure, making sure there were a variety of different sentences structures to make it more interesting. I would also try



to put in more detail so the reader or readers can fully understand what I am trying to say, more better. I also do not want to ramble on, because the reader would get bored and lose interest. So, overall I want the reader to enjoy what I wrote, and understand in what I wrote.

## Score 4

This writer gives a clear reason for the selection and backs it up with several specific and appropriate examples from the text. The changes the writer says s/he would make are somewhat general. There are some reasons given for how such changes would benefit the audience: *I also do not want to ramble on, because the reader would get bored.* Despite a few grammatical errors in this piece, it displays reflection about the writing.



## **HIGH SCHOOL PROFICIENCY TEST**

# **FORM A SESSION 2**

**(PREVIOUSLY PART 3)**

**RELEASED  
ANCHOR PAPERS  
WITH ANNOTATIONS**

## **COMMUNICATION ARTS: WRITING**

Copyright ©1997, held by the State Administrative Board, State of Michigan. All Rights Reserved. Local and Intermediate School Districts are encouraged to create copies for their own educational purposes. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise for commercial purposes without the prior written permission of the Michigan State Board of Education.

**SESSION 2****(Previously Part 3)****COMPOSING AND COMMUNICATING MEANING: EXTENDED WRITING TASK****DIRECTIONS:**

The purpose of Session 2 is to write a thorough response. You will have 110 minutes in which to write a carefully considered response to the writing topic below and transfer it to your ANSWER DOCUMENT. Use your time wisely, but do not feel you need to fill every page of the ANSWER DOCUMENT.

The scoring guide that will be used to score your paper is on the back page of your test booklet. You may want to review it prior to writing your response. You may use pages 8-13 in this booklet for notes, freewriting, outlining, clustering, or writing your rough draft. You may organize this time in the manner that works best for you.

The final copy of this paper will be scored as polished writing, so you should give careful thought to revision (which is rethinking ideas) and polishing (which is editing and proofreading). You may use a dictionary, thesaurus, or spelling or grammar book if you wish. However, an alarm wristwatch is not permitted. No additional paper should be used. Extra paper will not be scored. The final copy MUST be written in black or blue ink. Do not use correction fluid (white out). If you need to make a correction, cross out the error and write the correction above or next to it.

Remember, only writing entered in the ANSWER DOCUMENT will be scored. Nothing in the test booklet will be scored.

**EXTENDED WRITING TOPIC:**

We have all at some time learned something from a choice we have made. **Write a paper in which you examine how making a choice helped you or someone else discover something.**

You might, for example, do **one** of the following:

evaluate an important choice you have made

**OR**

tell how you can learn something from a bad choice

**OR**

examine an instance when you had to decide between two equally good alternatives

**OR**

consider a time when you made the right choice but still felt bad

**OR**

discuss how a good choice for one person may be a bad choice for another

**OR**

take any of several other approaches to discussing this idea.

Your audience will be interested adult readers who may not have read your writing from Session 1.

## Scoring Guide for Communication Arts: Writing

Here is an explanation of what readers think about as they score your writing.

### Session 2 (Previously Part 3)

- 4 The writing is engaging, original, clear, and focused; ideas and content are richly developed and supported by details and examples where appropriate. Control of organization and transitions move the reader easily through the text. The voice and tone are authentic and compelling. Control of language and skillful use of writing conventions contribute to the effect of the presentation.
- 3 The writing is generally clear, focused, and well-developed; examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction, and sentence structure support meaning. Use of writing conventions is not distracting.
- 2 The writing has some focus and support; ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but rudimentary. Limited control of writing conventions may interfere with meaning some of the time.
- 1 The writing has little focus and development; ideas and content are supported by few, if any, details and examples. There is little discernible shape or direction. The writing demonstrates no control over voice and tone. Faulty sentence structure and limited vocabulary interfere with understanding. Limited control of writing conventions (such as spelling, grammar/usage, capitalization, punctuation, and/or indentation) makes the writing difficult to read.

**Part 3-writing is not ratable if:**

- A off-task
- B illegible
- C written in a language other than English
- D blank/refused to respond

One day my Gym teacher told us about if you don't want to do anything ~~at~~ in the Gym class, then don't come Gym class, go home or stay another classroom, so I went home, then teacher call me and parents

This choice was ~~bad~~ not bad, I think, because ~~the~~ teacher told me about I can go home. I learned don't believe that teacher any more.

I learned about what is bad choice from my parents. They always tell me ~~the~~ what is bad choice before I do something, but if I choosed bad choice, then my parents ~~to~~ teach me that's bad.

If I made choice but still feel bad; then I will keep doing, because I made it, ~~but~~ and I don't care about my feel, but I care about another people feels, because I can't do anything with myself. The example is company, study, business, and train. These things need many people to work, so I care about other persons feel.

The good choice make happy but bad choice make unhappy. The example are election of president, everyone going to vote, then one guy will be  
e The everyone choose own choice, then one guy & will be president, but other guy can't be president.

Score 1

Poor control of basic writing conventions as well as limited vocabulary make this paper difficult to understand: *If I made choice but still feel bad, then I will keep doing, because I made it.* There is no discernible direction as much of the meaning in this paragraph is lost due to lack of clarity. No overall organizational plan is apparent as the writer rambles from an incident in P.E. class to a discussion of choosing the president. The paper has no real beginning or ending, and the content is limited by the lack of clear details that might help the reader understand the connections between ideas.

Choices are they good, or are they bad. Some are good, and nothing but good will come from them. Some choices are not always good, but if a bad choice is made good will come out of it; that is it will be sort of a lesson.

Some choices are not always good, but if a bad choice is made good will come out of it; that is it will be sort of a lesson. Now bad choices don't have to be life or death choices to be able to learn something. For example, say someone's mom goes to the store, and isn't sure what chips to buy. And sure enough she buys the one's her son/daughter doesn't like. Now when she gets home she'll hear an ear full, and know not to buy those chips again. This choice was harmless, but some choices can cause much more harm even a loss of a person's life.

Some people make very bad choices, and are not able to learn from them, but set an

example letting others learn from their bad choices. Say a friend was drinking a large amount of alcohol, and decided to drive home. He knew he was intoxicated, but still thought he could drive. He also figured he'd drop a couple of friends off. On their way home the driver isn't paying very much attention, and plows into a brick wall killing everyone in the car. Now not everyone will pay attention to this tragedy and not drive drunk, but it will help some people make the right decision in choosing not to drink in this case.

Some choices are not always good, but if a bad choice is made good will come out of it; that is it will be sort of a lesson. If bad choices were not made every now and then we would never learn from our mistakes and the world wouldn't be the same place.

Score 2

The beginning and ending both suffer from a repetition of vague and abstract terminology. Also, the use of phrases such as *Say someone's mother* and *Say a friend was* makes the overall tone of the writing choppy and uneven as s/he moves in and out of a conversational voice. Some errors in punctuation interrupt the flow of ideas. The sentence structure and basic writing conventions stay solid yet simplistic throughout. However, a lack of development of many points keeps the paper at a lower level.



In the past I have been faced with many important decisions. While some have been more important than others, they still all must be thought out very carefully so that the best outcome will prevail each time. In the past year I ~~XXXX~~ faced ~~very~~ <sup>a</sup> very important decision about my career. Here is what it was: I am a hockey player, a pretty good one too. Well I had two choices to choose from and I knew that it would not be easy because both alternatives had an equally good outcome. First, I could stay at home and play for the local High School hockey team, probably be the top player on the team, and work hard in school, or Second, Try out for this team in May where hundreds of kids from all different cities around the country come to make, here I would probably be one of the bottom players, but I knew my career in hockey would benefit. I would also have limited time to work on academics.

In this paper I will tell you which one I chose, and evaluate the outcome. You have seen my options above and you probably

agree with me when I say that the alternatives are equally good. I'm sure you also agree that the choice would be a difficult one for anyone in my states!

The Alternative I chose was to play for the team in May. Here is what conditions followed my decisions: I was one of the last picks on the team therefore I must strive to get better each time I'm on the ice. I didn't know many of my teammates. Hockey would be taking up alot of my time, practicing 3 nights/week 4 hours each night, and games every weekend from October through March. When choosing this option I chose to excel in my hockey career and that's what I tried to do, but I also knew that it would be difficult to maintain my career 3.4 GPA. The good things I saw to come out of it were there also. I would get alot of experience. Scouts from college and Junior teams would see me play. And All in all I would improve as a Hockey player.

The alternative I passed up was also a good one. If I would've chose to stay at home and play on the high school team I would've been the best player on the team.

Every one who plays their knows me. My dad is the head coach, and I wouldn't had plenty of time to work on academics which is good in ways that I could be given money for college if I did exceptional.

So know that you know which one I chose, and which one I passed up I bet that you are wondering how I feel about my choice, and If I think it was a good one? Well that is exactly what I'm going to tell you.

My year of hockey in May with this elite bunch of hockey players was definitely a positive experience. Coming onto the team I was one of the last picks and barely made the cut. This put me in a very bad spot. Each practice I worked my butt off to try to improve. I also forced myself to work in the gym to become bigger and stronger, and all this while keeping my grades up. It is now the end of the year, everyone on the team is better, including me. I feel that I am one of the better players now rather than one of the worse. I am also proud to say that my GPA hasn't dropped a bit,

I have put some weight on from lifting and I am very proud of myself.

On the other hand, If I would've chose to play on the high school team to play on, I feel that I wouldn't have improve in hockey at all, but my grades might be a little better. I also feel that my attitudes would be a lot different because If I was the best on a team there would be nothing to work for and I wouldn't ~~had~~ have had to work hard at all.

So you see that making a choice with two equally good alternatives sometimes hard to do. In my instance, the one I chose worked out pretty good And I'm happy with the choice I made. I do think that If I would've chose the other one I'd be happy too, but that's the whole point. Both outcomes would've been good. I'm just glad that my choice didn't backfire and leave me stranded in the wrong place wishing that I would've chose the other.

### Score 3

Although this paper could benefit from some editing, the writer articulates every facet of his/her choice to try out and play for the out-of-town hockey team. At times, the writer's transitions are abrupt and unsophisticated. The writer makes good use of varied sentence structures, and there is some awareness of audience that helps with understanding: *where hundred of kids from all different cities around the country come to make.* The writer uses some upper-level vocabulary and some humor: *anyone in my skates!* Small but consistent surface feature errors do not detract from the writer's effectiveness.

"Would you like fries with that?"

This is a question we've all heard while ordering at a fast food restaurant. What we might not realize is that the answer to that question is a choice. Although it is not an important one on the surface, if you compare the way you make this choice and the way you make other choices, the process is identical.

If the person ordering is already positive that they do not wish to order fries, they've just made the simplest choice possible. By making their decision before the choice was proposed, they have set their mind a certain way. It will be harder to change their mind or they may not give the question a second thought and simply reply, "No thanks." If we are faced with a choice that we already know the answer to, for instance, if a person has decided on their career, it is easier to make the choice we want to.

If this person at the restaurant is on a diet and knows they shouldn't eat fries due to the grease, they have a choice to do what they know is right and refuse the fries, or do what is wrong and buy them. People are faced with choices like it constantly. The choice students and teenagers have; whether they will drink, smoke or do drugs, is a good example. Even though a person may know what the right choice would

be, they are being taunted by the wrong choice. This wrong choice may look harmless or even fun at first glance, but in the long run consequences may have to be paid for the choice that was made.

Suppose the person in line just can't make up their mind. In knowing he needs to answer soon, he turns to his friend next to him and asks, "Should I get fries?" His friend is there to lend his advice and help make the decision. Many choices that a person will make in their lifetime will be crucial. If there is unsurety in the choice to be made there are many people willing to help us. When a student decides on which classes to take for the following year in school, they may need help in picking out the schedule that will benefit them in the future. Guidance counselors are available to give advice to those students. Parents, teachers, and doctors are just a few of the other services from which we can receive help from.

The final way to view the choice about the french fries is the hardest. Perhaps this person has never seen a french fry or doesn't know what one is. Do they say yes, or no? Not being familiar with the choices is very difficult because a person doesn't know what to expect. If someone is buying a car and has a choice between two different kinds of cars that they have heard nothing about the decision is hard to make. One or

both case may be excellent or not good at all. The outcome will not be known until after the choice is made.

Choices, choices, choices - they're everywhere you turn. They can't be avoided, bypassed, or ignored, but must be faced head on. However big or small the choice may be, always pick the best decision. You never know <sup>what</sup> ~~if~~ one single choice may end up deciding.

---

Score 4

Technique is handled skillfully by this writer. By using *Would you like fries with that?* as both an extended metaphor and an organizing principle, the writer is able to skillfully describe the mental processes that go into making a choice. The discussion flows naturally, sentence structure is varied, and small errors do not detract from the overall impression that the writer has control of this piece. The focus of the writer is maintained despite the apparent shifts that are inherent in the approach that s/he is taking. S/he ties everything into one choice and applies the opening sentence to a number of possible scenarios, clearly developing each idea in each paragraph. Complex sentence structures contribute to the flow of ideas, and the writer is in control of writing conventions.